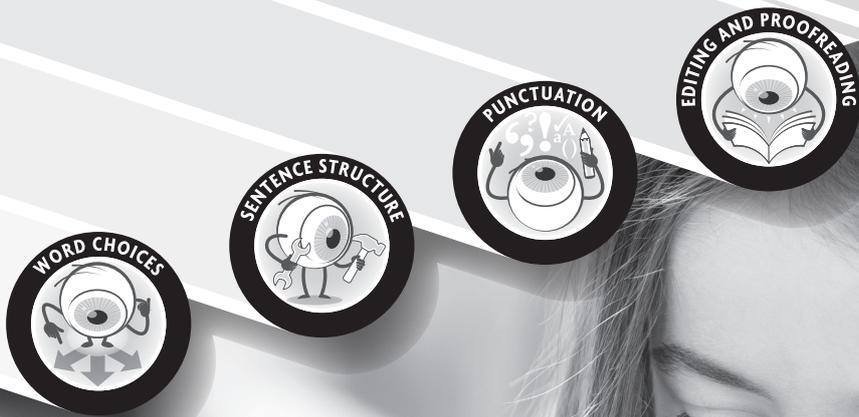


TEACHING WRITING STRATEGIES

Book 2



DIANE HENDERSON AND ROSEMARY MORRIS

SAMPLE - NOT FOR SALE

FOREWORD

Teaching Writing Strategies is a series of six books using modelling, guided and independent practice to teach pupils strategies they can use to improve the clarity, correctness and richness of their writing. The focus is on sentences, their structure, punctuation and word choices and on developing editing and proofreading skills and their habitual use.

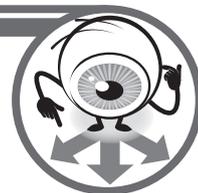
Titles in this series:

- *Teaching Writing Strategies* (Book 1)
- *Teaching Writing Strategies* (Book 2)
- *Teaching Writing Strategies* (Book 3)
- *Teaching Writing Strategies* (Book 4)
- *Teaching Writing Strategies* (Book 5)
- *Teaching Writing Strategies* (Book 6)

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Assessment	110–113

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UNIT 3 VERBS AND ADVERBIALS

ANSWERS

Verbs – Page 17

1. (a) gobbled
(b) swoop
(c) chased
2. (a) chase, flit, perch, stalk, fly, scare, catch, swoop
(b) sing, screech, squawk, tweet
(c) Teacher check
3. (a) Teacher check
(b) Answers may include—see, notice, observe, spy, peek, glimpse
4. Teacher check

Boring Verbs – Page 18

1. (a)–(b) Teacher check
(c) Answers may include—walked, ran, travelled, drove, cycled, flew, skipped
2. (a)–(c) Teacher check
(d) Answers may include—earned, received, bought, caught, obtained, found, grabbed
- 3.–4. Teacher check

Adverbials – Page 19

1. (a) around
(b) bravely
(c) beautifully
2. (a) how
(b) when
(c) where
- 3.–6. Teacher check

ASSESSMENT ANSWERS

Assessment Activity – Page 28

1. (a) sang
(b) flew
(c) scared
- 2.–5. Teacher check

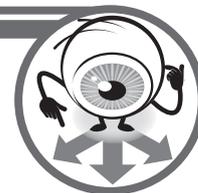
Class Record Sheet – Page vi

ASSESSMENT WRITING

- Paragraph Topic – *My Favourite Pet*
- Focus: Word Choices – *verbs and adverbials*

Self-evaluation – Page xiii

THE BEST BIRDS



1. Wrens are the cutest, most interesting birds. They are my favourites and I think they should be yours, too.
2. I watch these beautiful, little birds move around our garden. Other birds just seem to fly around in a dull and boring way, but wrens are different. They don't just fly. They flit around from place to place at astonishing speed. Sometimes, they move so fast it's hard to keep track of them. One minute a wren sits on the back of a chair and the next it perches on a nearby bush.
3. It's amazing to watch these wonderful birds as they cleverly stalk and catch small, flying insects. They never seem to get tired of chasing and eating insects. Sometimes, just watching them work makes me feel tired.
4. I think these tiny birds are very attractive. Although they are short and dumpy, with long legs and a thin beak, they look cute. Most wrens are brown, but there are some amazingly colourful blue wrens, found only in Australia. If they are males, these superb Australian fairy-wrens have bright blue and black feathers. Sadly, the females are mostly brown. But being colourful isn't everything, is it?
5. One of the things I like about birds is that they sing. I must admit not every bird sounds great, but wrens do sing well. Their songs are rich and bubbly and surprisingly loud for such small birds. I'm sure you enjoy listening to wrens as much as I do.
6. I see these small birds bossing much bigger birds around and scaring them away. They sometimes do this with the help of a friend or two. I think they must be very brave and clever to do this.
7. Some people may like other birds more than wrens, but how can they think this? Are their favourite birds as clever, cute, fast, brave and as good to listen to as my favourites? Can they see their birds almost every day?
8. I love wrens. They are my favourites and I hope they'll be your favourites too.



A **verb** is a doing word.
 For example: We *write* stories. This bird *talks*.
 Good writers choose their action verbs carefully.
 For example: Instead of writing, 'Birds *flew* in the trees.', a better writer could write, 'Birds *flitted* among the trees.'

1. Choose the best verb for each sentence.

chased *swoop* *gobbled*

- (a) The hungry bird _____ up the insect.
- (b) I noticed an eagle _____ down from the sky.
- (c) The wrens _____ a bigger bird.



2.

sing	chase	screech	flit	squawk	tweet
stalk	perch	scare	fly	catch	swoop

- (a) Circle the verbs that can tell how birds move.
- (b) Cross the verbs that can tell how birds sound.
- (c) Choose one verb to use in an interesting sentence.

3. Read the verbs. They are from Paragraph 2.

watch *perches* *move* *fly*

- (a) Write an interesting sentence using one of the verbs.

- (b) Write two other verbs for *watch*. _____

4. (a) Write an interesting verb from Paragraph 6. _____

- (b) Write your own sentence using this verb.

SAMPLE - NOT FOR SALE

BORING VERBS



We use some verbs like *went* too often. A better verb would tell *how* something went.

1. Write each sentence using a better verb.

(a) The birds went to the trees.

(b) We went to the park.

(c) Write three more interesting verbs for went.

2. Write a better word for 'got' in each sentence.

(a) The children got on the bus. _____

(b) The bus got up the hill. _____

(c) They got out of the bus. _____

(d) Write three more interesting verbs for 'got'.



3. (a) Write a sentence using the verb 'got'.

(b) Write the sentence again using a better, more descriptive verb.

4. Write two sentences about watching birds. You must not use the verb 'saw'.

- _____

- _____

SAMPLE - NOT FOR SALE



An **adverbial** can tell when, how or where the verb happens.
 For example: Yesterday, (when) the bird flew quickly (how) into the trees. (where)

1. Circle the adverbial in each sentence telling more about the verb.

- (a) The busy, little birds flew around.
- (b) Some wrens bravely flew and attacked a big, black bird.
- (c) The colourful birds sang beautifully.

2. Circle the adverbial for each verb. Write *how*, *when* or *where* on the line.

- (a) Wrens sing loudly. _____
- (b) Often birds catch insects. _____
- (c) Fairy wrens live in Australia. _____

3. Add an adverbial to tell 'how'.

- (a) The birds flew _____.
- (b) They moved _____.

4. Add an adverbial to tell 'when'.

- (a) The birds flew _____.
- (b) They moved _____.

5. Add an adverbial to tell 'where'.

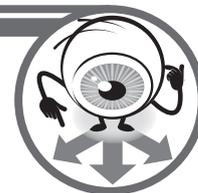
- (a) The birds flew _____.
- (b) They moved _____.

6. (a) Write a sentence about **how** something jumped. Make it interesting.

(b) Write the adverbial from your sentence. _____



SAMPLE - NOT FOR SALE

**Focus**

Word choices – choosing correct verbs: tense, consistency, subject, regular, irregular

Progression**Recognise**

Pupils will recognise the tense of a verb; subject–verb agreement (asking ‘who or what is doing the action?’); regular and irregular verbs; and auxiliary verbs, from modelled examples.

Choose

Pupils will choose the tense of a verb; subject–verb agreement; regular and irregular verbs; and auxiliary verbs, from given examples, with teacher support.

Use

Pupils will use the correct tense; subject–verb agreement; regular and irregular verbs; and auxiliary verbs in self-written sentences and paragraphs.

Definition of Terms

Verbs or ‘doing’ words show actions or states of being or having.

Verb tense – happening now = present tense; already happened = past tense; yet to happen = future tense.

Subject–verb agreement – The form of the verb must match who or what is performing the action; for example, I **am** reading, They **are** reading.

The **main verb** describes the action.

Auxiliary verbs are verbs added to the main verb which can change its tense; for example, He swims, He **is** swimming, He **had been** swimming.

Regular verbs follow a regular pattern when changing from the present to the past tense; for example, shop – shopped, rate – rated.

Irregular verbs are verbs which do not follow regular patterns when changing from the present to the past tense; for example, buy – bought, swim – swam, fly – flew.

Note: Auxiliary verbs

The verbs **to be** and **to have** are used as auxiliary or ‘helper’ verbs. They have many forms which change with subject and the tense. See the chart below.

Person	Pronoun	The verb ‘to be’		The verb ‘to have’	
		Present	Past	Present	Past
First (singular)	I	am	was	have	had
Second	you	are	were	have	had
Third	he/she/it	is	was	has	had
First (plural)	we	are	were	have	had
Second	you	are	were	have	had
Third	they	are	were	have	had

Introduction

Good writers improve their writing by their choice and use of correct verb forms for emphasis and to make meaning explicit.

LESSON NOTES AND PLANS**Introduction**

- Discuss the text title with pupils.
- What do they think the text may be about?
- Ask pupils to identify the text type.
- Revise the term ‘verbs’ and list some examples of what people do (verbs).
- Read the text to or with the class.
- Identify some of the action verbs used in the text.

Verb Tense – Page 23

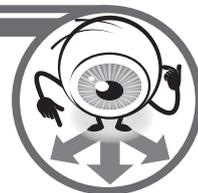
- Read and discuss the definition at the top of the page.
- Discuss why verbs are an important part of every sentence and why it is important for writers to use the correct verb tense.
- Discuss and elicit from pupils the tense of the story (past tense—it has happened).
- Work through the activities with the class as a whole, ensuring they understand what is required of them.
- Work with those requiring additional assistance while the remainder of the class work independently on the activities.

Past Tense Verbs – Page 24

- Review pupils’ understanding of the term ‘verb’ and ask them to provide examples.
- Discuss changing verbs to past tense. Most add ‘d’ or ‘ed’.
- Ask pupils to list some common irregular past tenses; for example, catch–caught, say–said.

Matching Verbs — Page 25

- Discuss with pupils how verb forms change, depending on who or what is doing the action. Use simple examples; I **am** running; we **are** running.
- Introduce the concept of the subject; i.e. ask who or what is doing the action; for example, *Mum is watching Dad*. Ask ‘who or what is watching’. Mum (subject) is watching.
- Work through the activities with the class as a whole, ensuring they understand what is required of them.
- Provide opportunities to share and discuss sentences from Question 4 with a partner.



UNIT 4

VERBS: TENSE, MATCHING VERBS

ANSWERS

Verb Tense – Page 23

1. (a) past
(b) future
(c) present
2. Teacher check
3. (a) shook
(b) will walk
(c) is watching/watches
(d) will start

Past Tense Verbs – Page 24

1. Teacher check
2. (a) came
(b) took
(c) saw
3. Answers will vary.
4. Teacher check

Matching Verbs – Page 25

1. (a) Dad (was shaking)
(b) Mum (called)
(c) the computer (was)
2. (a) ✓
(b) ✗—was wondering
(c) ✗—were appearing
(d) ✓
- 3.–5. Teacher check

ASSESSMENT ANSWERS

Assessment Activity – Page 29

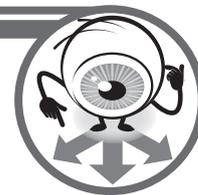
1. (a) past
(b) present
2. (a) sucks/sucked
(b) climbs/climbed
(c) will cook
3. (a) saw
(b) said
(c) caught
4. Teacher check
5. (a) was writing/Owen
(b) was/the computer
6. (a) ✓
(b) ✗
(c) ✓
(d) ✓

Class Record Sheet – Page vi

ASSESSMENT WRITING

- Paragraph Topic – *Talk to Me!*
- Focus: Word Choices – *verbs: tense, matching verbs*

Self-evaluation – Page xiii

DO NOT DISTURB

Mum was watching Dad type on the computer.

'Hello, Owen. How are you?'

The answer flashed back.

'I'm good, Dad. How about you and Mum?'

Dad sat with his fingers above the keyboard, thinking. Then he typed with just one finger.

'We're both fine. What are you doing?'

This time, the words appeared slowly, as if Owen was thinking deeply.

'Writing my blog. Oh, and "talking" to my friends.'

Mum prodded Dad in the shoulder with her finger.

'Go on,' she said, 'ask him.'

'Not yet', Dad hissed. 'It's too soon.' He started typing again.

'Did you have a good day at school, son?'

'Not too bad, Dad. The teacher bellowed at Mickey 'cos he was copying my maths. But that's all.'

Mum poked Dad, harder this time, and in the ribs. He gasped and sucked in a lungful of air. He swivelled his head around to face her. She arched her eyebrows as if to say, 'Get going!'

Shaking his head, Dad typed, 'Are you doing much in about five minutes' time, son?'

'No, Dad. I should be free. Why?'

'Well ...' Dad paused. Then, in a great hurry, he typed, 'Well, your mother and I were wondering if perhaps you could come down from your bedroom and join us for dinner!'



VERB TENSE



Verbs can tell us about what has happened in the *past*, what is happening now in the *present* and what will happen in the *future*.

- Dad wrote the letter. (*past*)
- Dad writes the letter. (*present*)
- Dad will write the letter. (*future*)

1. Underline the verbs. Write 'past', 'present' or 'future' after each sentence.

- (a) Mum prodded Dad. _____
- (b) Owen will answer soon. _____
- (c) He starts typing again. _____



Think! There are little verbs that help with tense.

will = future tense is/are = present tense had/were = past tense

2. Write an interesting sentence about something you:

- (a) are doing now.

- (b) did yesterday.

- (c) will do tomorrow.

3. Correct the tense of the verb and write it on the line.

- (a) Yesterday, he shake his head. _____
- (b) Next Monday, Owen walk to school. _____
- (c) Today, Mum watch television. _____
- (d) Tomorrow, Dad started typing again. _____

PAST TENSE VERBS



Changing most verbs to the past tense is easy—we add 'ed' or 'd'.
For example: jump – jumped, wave – waved.

1. Write a short, interesting sentence using the past tense of each regular verb.

(a) type _____

(b) appear _____

(c) poke _____

Some past tense verbs need to change more.
For example: come—came, catch—caught.

2. Write the past tense of each verb on the line.

(a) Owen comes downstairs for dinner. _____

(b) He takes his computer to school. _____

(c) Mum sees Dad at the keyboard. _____



Some past tense verbs like *seen* and *done* always need a helper like *has*, *had* or *have*.

3. Write each verb with a helper.

(a) seen _____

(b) done _____

(c) gone _____

(d) been _____

4. (a) Write a sentence using 'seen' and its helper.

(b) Write a sentence using 'done' and its helper.
